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ABSTRACT

An annotated bibliography on school library media centers provides a list of over 150 monographs, articles, and audiovisual materials for primary and secondary school librarians. Aimed primarily at the Australian librarians, the bibliography is organized into six sections--administration, materials organization, selection, programs, standards, and reference materials. Each item includes complete bibliographic information and an annotation of from 2 to 12 lines. A list of sources checked in compiling the bibliography is included. (LS)

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SCHOOL LIBRARY MEDIA CENTRES:

AN ANNOTATED BIBLIOGRAPHY

compiled and annotated by

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CANBERRA, SCHOOLS COMMISSION, 1976

U.S. DEPARTMENT OF HEALTH,
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SCHOOL LIBRARY MEDIA CENTRES :

AN ANNOTATED BIBLIOGRAPHY

INTENT AND SCOPE:

School library media centres: an annotated bibliography is designed for both the inexperienced librarian and the librarian who has practical expertise and training in school librarianship. Both primary and secondary school librarians are catered for in the bibliography. In the first instance, there will be materials of both a practical and theoretical nature to build confidence and expertise. In the second instance, there will be materials to update and expand knowledge in all areas of school librarianship. Monographs, periodical articles, and audiovisual materials have been included. Annotations state each item's purpose and point out its useful features. The main categories of materials included in the bibliography are: administration, organization, selection, programs, standards and reference materials.

Materials which treat the librarian as a media specialist are only included on the basic level of beginning service as this field alone would warrant a substantial bibliography. School librarians need formal training in the skills of handling, utilizing, and producing audiovisual materials. Such skills cannot be gained to any degree of competency by reading alone. It is suggested that in the future a bibliography in such an area is needed, but formal courses must be designed to complement the bibliography.

APPROACH

Each item included in *School Library media centres : an annotated bibliography* has been examined through the resources of the Canberra College of Advanced Education library, the National Library, and interlibrary loan procedures. Inclusion was based on the extent of an item's usefulness to the primary and secondary Australian school librarian.

Draft copies of this bibliography were circulated to various personnel (involved in school librarianship) throughout Australia. Certain materials were rejected and others added at this stage to add to the usefulness of the bibliography. Bibliographies rapidly date and revisions should take place yearly for its usefulness to continue.

SOURCES CHECKED

(inclusive dates 1969 - June 1975)

Indexes and Bibliographies

Australian bookseller & publisher

Australian education index

British books in print

British education index

BROWN, Cecily, comp. *Bibliography of Australian education.* Victoria, Australian Council for Educational Research, 1973.

Canadian education index

Current index to journals in education

DAVIS, Harold S. & David J. CROTTA. *Instructional media center: an annotated bibliography.* Cleveland, Ohio, Educational Research Council of America, 1971.

Education index

Forthcoming books

Library & information science abstracts

Library literature

**Research in education*

Subject guide to books in print

Whitaker's books of the month & books to come

**Research in Education* retrieved a number of ephemeral type materials (i.e. pamphlets from state departments of education; materials produced by school systems) which appeared to have usefulness. These documents are out of print or unavailable shortly after publication making the possibility of obtaining such documents highly unlikely for Australian libraries. Therefore, it is concluded to be of little use to include the documents in the bibliography.

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I

ADMINISTRATION

'Administration' covers the initial establishment and evaluation of procedures for school library media centres. Included also are references to staffing, inservice training, facilities and service in the school library media centres.

At the center. 16mm motion picture, colour, 29 min. Chicago, American Library Association, 1970.

"Depicts the career of a librarian in a school media center. Librarians discuss their interests and satisfaction as media specialists in a wide range of schools." (Abstract taken from *Library of Congress catalog: motion pictures and filmstrips.* Washington, Library of Congress, 1971)

AUSTRALIAN NATIONAL ADVISORY COMMITTEE FOR UNESCO. *The role of libraries in secondary education.* Canberra, Australian Government Publishing Service, 1971.

Surveys the secondary school library and its historical development in Australia, the role of the library in the United States and the future role of libraries in Australia.

BALSON, Maurice. *Developing an effective resource centre in the educational program of the school.* The fifth annual Housden lecture of the School Library Association of Victoria. Melbourne, School Library Association of Victoria, for the Commonwealth Secondary Schools Libraries Committee, 1973.

Notes the change from a teacher-based system of education in Australia to learner-based and its implications for the resource centre of the school. Discusses current learning theories showing the need for individualized programs, an array of resources, of trained staff to exploit the materials. Suggests ways to effect immediate improvements in resource centres.

BALSON, Maurice. 'The educational resource centre: a catalyst for school change'. *Teacher-librarian,* no.34, June 1974, pp.5-14.

Provides the rationale for a school library media centre discussing the learner, his style and rate of learning and types of education as nongrading and open schools. Ends with a plea for individualized instruction which calls for the librarian to act as a catalyst in providing support for such instruction.

BALSON, Maurice. 'Sources and direction of change in secondary education - implications for school librarians'. *Teacher-librarian,* vol.27, no.3, 1972, pp.22-31.

Examines the traditional role of teaching and the effect of the traditional role on educational practice. Relates psychology and media to learning. Outlines ideas which Australian educationists must accept for effective learning to occur, and finally enumerates the competencies of the librarian if the role of the library in the secondary school is to make a significant contribution to education.

BARBER, Raymond W., ed. 'Media services in open-education schools'. *Drexel library quarterly*, vol.9, no.3, July 1973.

Seven articles treat the open concept school and how the library functions within such a plan. Valuable article on an overview of services. Two articles treat the media specialist in his role with children and teacher and gives practical advice on developing better services. Two articles treat the environment needed for the library from the architect's and media specialist's viewpoint. Essential reading for the librarian in an open plan school.

BROADHEAD, Margaret. 'The resource centre as an enabling facility in individualized instruction'. *Australian school librarian*, vol.11, no.1, Mar. 1974, pp.5-12.

Wide-ranging topics are included in this article. Procedure for selecting and evaluating materials, the facilities necessary for staff and students and the creation and adaptation of multi-media kits for individualized instruction are explored.

BROADHEAD, Margaret. 'Staff roles in the organisation of the educational resources centre'. *Australian school librarian*, vol.9, no.3, Sept. 1972, pp.5-12

Discusses the role of the teacher in selecting, producing, and utilizing the resources of the library. Role of the librarian gives staff levels and suggests numbers and types of staff for operation. Goal is to equip the learner to locate and utilize material independently. Includes objectives to be realized by the learner if the library media centre is adequately staffed and utilized.

BROWN, Cecily. 'School libraries'. *Libraries and education. Quarterly review of Australian education*, vol.3, no.3, September 1970, pp.5-26.

Provides an overview of the history of school libraries in Australia, looking at past surveys, Commonwealth aid, and the state of the art in all States of Australia and education for school librarians as of 1969.

BROWN, James W., B. LEWIS and F.F. HARCLEROAD. *AV instruction: media and methods*. 4th ed. New York, McGraw, 1973.

Useful basic information on the wide field of instructional materials from books to the latest developments in audio-visual media. Especially useful for integrating media into the curriculum.

BROWN, James W., D. NORBERG, and K. SRYGLEY. *Administering educational media: instructional technology and library services*. New York, McGraw-Hill, 1972.

Especially useful for its administration principles on designing facilities, administering all types of materials, equipment, and production services. Informative on types of budgets, administering staff, and the role of research and evaluation. Further reading at the end of each chapter adds to the book's usefulness.

CASE, Robert N. and A.M. LOWREY. *Behavioural requirements analysis checklist: a compilation of competency-based job functions and task statements for school library media personnel*. Chicago, American Library Association, 1973.

The checklist identifies 700 tasks performed by school library media specialists based on the Phase II Manpower Project which identified seven major areas of competencies: human behaviour, learning and learning environment, planning and evaluation, media, management, research and professionalism. The six experimental programs in the United States wrote their programs for educating school library media personnel based on these needed competencies. This checklist is being field tested to ascertain if these tasks are in fact performed and how well the training programs fitted them to perform the tasks. The checklist makes a useful study of competencies needed within a school media program and proves useful to expand levels of service.

COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT. *Secondary school libraries in Australia: a report of the evaluation of the Commonwealth secondary schools libraries program*. Brisbane, Department of Education, University of Queensland, 1972.

An evaluative study of the Commonwealth grants to secondary school libraries for the period 1968-1970. The research aimed to survey existing development, study intensively selected programs from all States, identify their research needs, and prepare this document. Includes numerous graphics to illustrate these three points and would prove useful in evaluating an individual school library program.

DAVIS, Harold S. *Instructional media center: bold new venture.* Bloomington, Indiana, Indiana University, 1971.

Contributors are well known in the field. Most useful section concerns the basic organization and implementation of a media centre concept, relating principles of "how to go about it" and circumvent critics. Three case studies of primary, junior, and secondary schools give examples of developing media centres.

DAVIES, Ruth Ann. *The school library media center: a force for educational excellence.* New York, Bowker, 1974.

Presents the role of the librarian as a teacher's consultant, curriculum consultant, and materials specialist; incorporating tables and suggested activities for practical solutions. Suggests activities to integrate the library into specific areas of the curriculum: English, Social Studies, Mathematics. A major portion of the book is made up of appendices of useful background materials; for example, growth characteristics of students and an evaluative checklist for a school library media program. A revision of the 1969 edition, this 1974 work adds case studies, evaluation guides for audiovisual materials, staffing, budgeting, and changes in educational philosophy.

DELANEY, Jack J. *The new school librarian.* Hamden, Connecticut, Shoe String, 1968.

Useful chapters for new librarians in selecting the right age level and work environment. Pictures the role of the librarian in relation to the head of the school and faculty members, desirable attitudes to foster in oneself and guides on discipline problems. Other chapters are either too general or specifically geared to American school librarianship to be useful in Australia.

DOAK, Wesley. 'Administrative problems and their solutions'. *The library quarterly*, vol.45, no.1, Jan. 1975, pp.56-66.

Outlines the reasons behind the failure of audiovisual materials to receive equal status with traditional library materials. Concludes with a practical seven point approach to the integration and administration of nonbook media into the traditional library.

DODGSON, Margaret. 'The teacher librarian as an administrator'. *Journal of the School Library Association of Queensland*, vol.6, no.3, Oct. 1973. pp.11-14.

A practising secondary school teacher librarian considers the necessary prerequisites to be "imagination, diplomacy, belief in student dignity and potential, efficiency, good organization, and humility". Specific examples are given explaining how the prerequisites are accomplished.

Educational change and architectural consequences: a report on facilities for individualized instruction. New York, Educational Facilities Laboratories, 1968.

Explains the desirability of individualized instruction and the specific facilities needed to exploit such instruction in pre-primary through secondary schools. Includes the place of the library and technology and offers sketches of open, flexible spaces. A mind-expanding treatise to break the traditional 'cells and bells' attitude.

ELLSWORTH, Ralph E. and D. WAGENER. *The school library: facilities for independent study in the secondary school.* New York, Educational Facilities Laboratories, 1963.

Examines educational goals which affect the school library, presents arguments for centralization of resources and considers physical contents and layout. Much of the book is devoted to architectural designs of facilities, carrels and study areas. A strong proponent for individualized study. Considered to be a classic study of facilities for independent learning.

ERICKSON, Carlton W.H. *Administering instructional media programs.* New York, Macmillan, 1968.

Excellent analysis of all phases of administering an educational materials centre. Emphasis is placed on audio-visual materials, including such useful information as conducting in-service programs, gaining public understanding and the operation of a media service within the school. Many useful forms, evaluative instruments and planning charts are included.

'Facilities for learning'. Entire issue of *Audiovisual instruction,* vol.15, no.8, Oct.1970.

Several articles relate curriculum requirements to spatial requirements giving special attention to the effect audio-visual services and facilities have on layout, color, acoustics, lighting and temperature.

GAVER, Mary Virginia. *Services of secondary school media centers: evaluation and development.* (Studies in librarianship no.2) Chicago, American Library Association, 1971.

Selected secondary school library media programs in New Jersey were evaluated to provide a basis for objective evaluation of programs, especially the variety and type of services. Offers some leads on turning libraries into media centres. The evaluative checklist is useful for libraries wishing to evaluate their programs or see the range of services which could be offered.

GERLACH, Vernon S. and P. ELY. *Teaching and media: a systematic approach*. Englewood Cliffs, N.J., Prentice-Hall, 1971.

Addressed to the teacher but of value to the librarian as well. Each chapter outlines a type of learning to be accomplished and how to select the most appropriate media for that type of learning. The 'media facts' section of the book gives specific details on each type of media: characteristics, uses, limitations and references for further reading. Quite useful for the librarian and teacher who need a more systematic approach to planning teaching strategies and selecting appropriate media to match objectives.

GILLESPIE, John T. and D.L. SPIRT. *Creating a school media program*. New York, Bowker, 1973.

A practical handbook for establishing and/or evaluating a school media program. Particularly useful and clear are chapters on budgeting and selection of media. Appendices include specific criteria for evaluating educational media and equipment. Cataloging principles only are included, based on the premise that such manuals are readily available and centralized processing is favoured.

GLOGAU, Lillian, E. KRAUSE, & M. WEXLER. *Developing a successful elementary school media center*. West Nyack, N.Y., Parker, 1972.

A practical guide to administration. In 10 chapters: teaching children to find media, use media, appreciate and understand media, produce media. Australian librarians will find useful hints if including student production in their services. Two chapters on remodelling and designing facilities are helpful guides.

GOTTARD, Leslie. 'Instructional media center services in the nongraded elementary school'. *Audiovisual instruction*, vol.16, no.4, April 1971, pp.30-33.

Defines the tasks a librarian performs as a "master teacher, materials specialist and media programming engineer". Offers ten guidelines for the librarian in a media centre of a nongraded primary school. These guidelines apply quite well to the Australian open-plan primary school.

HICKS, Warren B. and A.M. TILLIN. *Developing multi-media libraries*. New York, Bowker, 1970.

Useful information on selection criteria for audiovisual materials. Recommends an integrated and classified collection. Second half of book is devoted to cataloguing types of media. Colour coding and media designations in the call numbers are suggested practices. Librarians should consult other organizational manuals such as Weihs and McNally before deciding which procedure to follow.

KUJOTH, Jean Spealman. *Readings in nonbook librarianship.* Metuchen, N.J., Scarecrow, 1968.

A collection of short articles, mostly by practising librarians, on their solutions to handling audiovisual materials. Several articles relate to school libraries; specifically: television, pamphlets, standards and audio-visual materials in general. Other articles could be adapted to school needs.

LANGREHR, J.S. 'Resource centres'. *South Australian teacher's journal,* vol,2, no.31, p.6; no.34, p.13; no.40, p.6, 1970.

Three part article which treats the school library media centre as a space for small group study, for the creation of materials by teams of teachers and the utilization of both hardware and software within the curriculum. Based on his visits overseas, the author gives practical suggestions for changing the role of the teacher to resources-based and the role of the student to an independent learner.

'Learning resource centres'. Entire issue of *Educational media international,* no.2, 1973.

A series of articles treating some of the developments in educational resource centres in both individual primary and secondary schools as well as school systems in England, Europe and the United States. Common problems of implementing and administering the programs are found in all the articles. Useful for noting common philosophical ideas behind resource centres around the world.

LEOPOLD, Carolyn C. *School libraries worth their keep: a philosophy plus tricks.* Metuchen, N.J., Scarecrow, 1972.

Objective is to change the librarian's image - to develop skills in the utilization of the library, to develop a humane approach to working with people and to offer practical ideas from a wide variety of types of schools on developing student ability to use the library. Activist approach.

LIESNER, James W. 'The development of a planning process for media programs'. *School media quarterly,* vol.1, no.4, Summer 1973, pp.278-287.

A nine-step planning process and techniques guide for the teacher librarian in evaluating client needs, deciding the services to offer, judging the economics of programs and involving clients in planning. Uses the systems approach.

LOWRIE, Jean E. *Elementary school libraries*. 2d ed. Metuchen, N.J., Scarecrow, 1970.

All information is based on actual case studies throughout America. Basic philosophy underlying the book is curriculum support of the primary school. Much emphasis is given to the media concept of a library and new approaches to flexible scheduling and library instruction. Useful study of the relationship of the school librarian with the school administrator, teachers, parent and community.

LOWRIE, Jean E., ed. *School libraries: international developments*. Metuchen, N.J., Scarecrow, 1971.

The International Association of School Librarianship was formed in 1971. Papers were presented at the World Confederation of Organizations of the Teaching Profession in 1969 and 1970. Due to the work of these two groups, the papers were compiled and other countries' surveys included to offer a picture of school library development around the world. Notable lack of material on the European countries, including only the United Kingdom, Denmark and Sweden. Interesting for those librarians wishing to compare developments around the world.

McGREGOR, Peter. 'Establishing an educational resource center'. *Australian bookseller and publisher*, vol.52, no.807, Jul. 1972, pp.35-39.

Resource Co-ordinator of St. Leonard's Co-Educational College analyzes the problems in setting up a resource centre including integration into the school curriculum, obtaining teacher co-operation and student use.

'Media facilities design'. Entire issue of *School media quarterly*, vol.2, no.3, Spring 1974.

Seventeen articles treat such areas as the planning process, hardware and software, remodelling and environmental considerations. Altogether, an extremely helpful guide. Numerous references made within articles for further study.

'New dimensions in educational technology for multi-media centers'. Entire issue of *Library trends*, vol.19, no.4, Apr. 1971.

Includes 11 articles, some dealing specifically with school libraries, but all having relevance. Some of the topics included are: furnishings, staffing, production services and advanced services as dial access. Includes a case study of the creation of a multi-media library within a college library which has applicable principles to school libraries. Relevant also is an article entitled 'Overview of current learning theories for media centers'.

NICKEL, Mildred. *Steps to service: a handbook of procedures for the school library media center.* Chicago, American Library Association, 1975.

Designed to replace the association's earlier 1949 publication entitled, *Teacher-librarian handbook,* this manual is designed for both the inexperienced and as an evaluation aid for the experienced school librarian. Some of the basic concerns considered are: budget, evaluation and selection, ordering and receiving-processing, use of materials, mending, rebinding, discarding, inventory, reports, supplies, personal service and staff relationships. Technological developments and censorship are also considered. Earlier edition was extremely useful. (Information on contents from publisher's copy.)

PEARSON, Neville P. and A. BUTLER, eds. *Learning resource centers: selected readings.* Minneapolis, Minn., Burgess, 1973.

Short, pithy articles with an emphasis on how-to-do-it were culled from professional magazines from 1966-70. Topics covered still have relevance and special sections on the primary and secondary resource centre concept and regional resource centre have particular relevance to Australian schools.

PEGG, Peter J., ed. *Prospects: proceedings of the advanced seminar for teacher-librarians in secondary schools.* Brisbane, School Library Association of Queensland, 1973.

Many of the problems facing teacher librarians are discussed in these 12 papers. Especially useful are studies of staffing, including detailed charts of task analyses and papers on audiovisual selection procedures and programs. Other timely topics of relevance are also included.

PEGG, Peter J. 'Staffing of school libraries: an approach to standards'. *Journal of the School Library Association of Queensland,* vol.5, no.3, Oct. 1973, pp.4-7.

Presents a diagrammatic staffing structure for school libraries, more applicable to the secondary school because of its diversification of tasks. Four levels of staff are given with tasks for each, and three areas of administration are given: acquisitions bibliographic organization, and user service. May be of aid for librarians seeking to set up levels of staff and job descriptions.

'Planning modern learning facilities'. Entire issue of *Educational technology,* vol 10, no.6, June 1970.

Eight relevant articles treat planning considerations for open plan schools including a case study of a primary school, different types of learning spaces and planning considerations for inclusion of audiovisual hardware.

POLETTE, Nancy, *In-service: school library - media workshops & conferences*. Metuchen, N.J., Scarecrow, 1973.

Comprehensive planning, execution and possible topics for in-service workshops. Includes a survey of workshops for teachers held throughout the United States, detailed outline for training para-professionals with their duties outlined. Actual case studies of problems in the use of media and facilities for media.

PROSTANO, Emanuel T. and J.S. PROSTANO. *The school library media center*. Littleton, Colo., Libraries Unlimited, 1971.

Practitioners' handbook incorporating material for beginner or more advanced. Provides useful information on staff levels and tasks, budgeting and facilities. Particularly useful in incorporating a media centre concept into the curriculum. Advises on production, inservice and consultancy roles of the school library. Many useful charts, tables, drawings and references for further reading.

PROSTANO, Emanuel T. *School media programs: case studies in management*. Metuchen, N.J., Scarecrow, 1970.

Short case studies which exemplify problems and issues of school library media centre programs. Subject index to cases allows one to locate specific issues. There are a series of statements at the end of each case for the reader to consider. Could be useful for in-service programs and to elicit objective statements about school media programs.

PULA, Fred J. & Charles FAGONE. *Multimedia processes in education*. Dubuque, Iowa, Kendall/Hunt, 1973.

A basic informational book on the production of simple instructional materials. Includes rationale for use of media and a simple introduction to design principles. Each chapter clearly outlines various production techniques for transparencies, picture mounting, photographic materials, motion film, audio and television visuals. Together with bibliographies for further study, this book will enable the librarian to learn basic production techniques.

RAMEY, James W. 'The human element: why nonprint managers turn grey'. *Drexel library quarterly*, vol.7, no.2, April 1971, pp.91-106.

Discusses indifference and resistence to audiovisual equipment and software by teachers and librarians. Concludes that lack of a systematized plan for acquisition has precluded development. Remainder of article lays out a clear step-by-step plan for acquiring both hardware and software.

ROE, Ernest. *Teachers, librarians and children: a study of libraries in education.* 2d ed. Melbourne, Cheshire, 1972.

Discusses the need for libraries to become resource centres and for librarians to become involved in the educational process. Contains implications for the training of school librarians. Case studies point to the irrelevance of many school libraries.

'A SLJ symposium: personalizing library services for children & young adults'. *School library journal*, vol.21, no.7, Mar. 1975, pp.67-71.

A child psychologist, professor of humanities and director of a teacher training program explain how the library and librarian can better understand the needs of children and actions which serve to humanize libraries.

School libraries: their planning and equipment. London, School Library Association, 1972.

General considerations as location, centralization, comfort, etc. are treated adequately. Some statements are at variance with Australian standards such as number of books and independent study areas. A more traditional approach rather than a resource centre concept, but leaves ample room for provoking librarians to consider all facets of library planning.

School media centres : a response to change. Melbourne, Australian School Library Association, 1972.

Includes eight papers presented at the Second National Conference of School Librarians held at Monash University in August 1970. Three papers treat the role of media in education. Federal aid to libraries is considered. A useful article on criteria for selecting media. In summary, enlightening collection of papers.

SHAPIRO, Lillian L. 'Media centers: rare and well done'. *School library journal*, vol.21, no.3, Nov. 1974, pp.21-27.

The author surveys seven schools in the southeastern United States, which she feels exemplify successful media programs. A summary lists the common characteristics of these seven programs.

SNOW, Kathleen M. and Philomena HAUCK. *The media center in the secondary school.* Toronto, McClelland and Stewart, 1973.

A well-organized general survey which blends the Canadian approach to libraries in secondary schools with the American and British viewpoints. Heavy emphasis on materials, their selection and integration into the curriculum. Services of the media centre are also surveyed. Subject index allows for selective reading.

SULLIVAN, Peggy. *Problems in school media management*. New York, Bowker, 1971.

Contains 30 case studies of school media centre management which could prove useful for in-service programs or group analysis. There is no subject index or guide questions and titles often do not reveal the problem, so the user must be prepared to search for the appropriate problems. However the case studies can open up approaches to possible problems.

TATE, Leonore. 'The teacher librarian as administrator'. *Journal of the School Library Association of Queensland*, vol.6, no.3, Oct. 1973, pp.4-9.

A practising secondary school teacher librarian succinctly analyses seven management principles as they relate to libraries including decision making, organisation, staffing, planning, controlling, communicating and directing.

TINDALL, Kevin, B. COLLINS, and D. REID. *The electric classroom: audiovisual methods in teaching*. Sydney, McGraw-Hill, 1973.

Addressed to teachers but useful also for the librarian who must act as a consultant to the teacher in selecting, using and producing audiovisual materials. Covers each media in a chapter. Important points for use and production are in bold type. Illustrations on 'how-to' are profuse and clear.

WARD, Pearl and R. BEACON. *The school media center: a book of readings*. Metuchen, N.J., Scarecrow, 1973.

All but four of the 40 articles have been printed elsewhere. Part I entitled 'Trends' contains an historical perspective on the development of the media centre. Remaining material treats a broad range of topics under the headings: media evaluation, selection, acquisition and organization and non-book media - preparation and use and administration. Simply scratches the surface of these topics, but useful for different viewpoints. Appendices include selection and reviewing tools for print and nonprint. Comprehensive index makes selective reading possible.

II

ORGANIZATION

'Organization' includes guides and manuals on cataloguing all types of media within the school library media centre.

AKERS, Susan Grey. *Simple library cataloging.* 5th ed. Metuchen, N.J., Scarecrow, 1969.

Designed especially for the inexperienced librarian in a small library. Contains many examples and sample catalog cards in the appendix. Based on Sears, Dewey, Anglo-American cataloging rules, and ALA rules for filing catalog cards.

Anglo-American cataloging rules. Chicago, American Library Association, 1970.

Code of cataloguing rules for general research libraries which was devised jointly by the library associations of America, Canada and the United Kingdom. Includes rules for entry and heading and for descriptive cataloguing. Part III treats nonbook materials. It is the standard accepted for cataloguing. Codes for school libraries are generally adapted from this code.

'Audiovisual issue'. Entire issue of *Australian school librarian,* vol.9, no.2, June 1972.

Includes a ten page article on general policies and procedures for cataloguing the non-book materials in the Technical Teacher's College of Victoria, priorities in equipping a library media centre and a listing of suppliers and producers of audiovisual materials within Australia by type of material and alphabetically by producer. The last item is repeated in the *Australian audiovisual directory* which also includes Australian sources for overseas materials.

DEWEY, Melvil. *Dewey decimal classifications and relative index.* New York, Wilson, (latest edition).

Classification scheme used in most school libraries. Explanation of the use of the scheme is included.

GROVE, Pearce S. and Evelyn G. CLEMENT, eds. *Bibliographic control of nonprint media.* Chicago, American Library Association, 1972.

Sixty-eight articles by contributors from the United States, Canada and the United Kingdom. Subjects include utilization of media, state of the art in bibliographic control, centres of information, professional and commercial endeavours in cataloguing and reviewing, among other subjects. Excellent reading for the librarian who wishes a wider view of the media field.

HORNER, John. *Cataloguing*. London, Association of Assistant Librarians, 1970.

Assumes that the knowledge of cataloguing is basic to librarianship. Therefore, Horner's book covers the need for cataloguing codes, theory behind cataloguing as well as considering the physical form of cataloguing, central cataloguing services, the rcle of the computer and maintenance of the catalogs.

McNALLY, Paul. *Non-book materials: a guide for teachers and librarians*. Melbourne, Sun, 1973.

Source book designed to offer specific references and answers for the librarian in Australia developing an audiovisual program. Part one deals with problems of selecting, cataloguing, housing and promotion, in each case referring to specific bibliographic tools, name brands and companies which deal in audiovisual materials in Australia. Part two treats each type of audiovisual media in a separate chapter elaborating on selection, equipment necessary and supply sources. Concise, clear and useful handbook.

MEDIA CATALOGUING RULES COMMITTEE. LIBRARY ASSOCIATION. *Non-book materials: cataloguing rules*. London, National Council for Educational Technology and the Library Association, 1973.

A draft revision designed to be integrated into the *Anglo-American cataloguing rules British text part III*. The draft is seen to replace the chapters in Part III on motion pictures and filmstrips, phonorecords and pictures, etc. which are chapters 12, 14 and 15. School libraries will find Weihs, *Non-book materials: the organisation of integrated collections*, easier to use with its copious samples.

PIERCY, Esther. *Commonsense cataloging*. 2d ed. New York, Wilson, 1973.

Addressed primarily to primary and secondary school librarians and small public libraries. Expanded chapters on subject headings and cataloguing non-book materials based on Anglo-American Cataloging rules and Weihs' *Non-book materials: the organisation of integrated collections*. Proceeds from general principles to specific practices. Useful appendices include a checklist of library practices, typing instructions and rules for filing in a dictionary catalog.

SCOTT, Margaret and Doris P. FENNELL. *Cataloguing for school libraries*. Elmsford, N.Y., Pergamon, 1970.

Cataloguing manual covering books, periodicals, vertical file material and audiovisual material. Its best virtue is its brief and clear explanations with many samples.

Sears list of subject headings. New York, Wilson, (latest edition).

Listing of subject headings to be used in libraries for small to medium-sized collections. Section on practical suggestions for the beginner is helpful.

SEELEY, Pauline A., ed. *American Library Association rules for filing catalog cards.* 2d ed. Chicago, American Library Association, 1968.

Comprehensive coverage of filing problems including specialized and foreign materials and explanations of filing principles. An abridged edition of these rules is sufficient for use in small to medium sized general libraries. These rules are basically for a dictionary card catalog and for manual filing.

SHIFRIN, Malcolm. *Information in the school library: an introduction to the organisation of non-book materials.* London, Bingley, 1973.

All information included relates to sources available in the United Kingdom. Useful information on selection principles. Compares three cataloguing codes currently in use: Association for Educational Communications and Technology (AECT), *Anglo-American cataloging rules* and *Non-book materials: the organization of integrated collections* written by Weihs and others and published by the Canadian Library Association. Treats each type of media: its selection, processing and storage, including media such as flash cards and topic cards. Cataloguing samples are abundant in Shifrin's book, but the standards set out in the 1973 edition of the Canadian Library Association's book are better laid out and clearer to understand.

WEIHS, Jean Riddle, S. LEWIS and J. MACDONALD. *Nonbook materials: the organization of integrated collections.* Ottawa, Ontario, Canadian Library Association, 1973.

Based on *Anglo-American Cataloging Rules.* Endorsed in 1972 by the Australian School Library Association as standards for cataloguing audiovisual materials. Presupposes basic knowledge of cataloguing, but includes numerous samples and clear explanations of card content. The code is based on the principle of full integration of book and audiovisual materials within one catalog and intershelving of all materials by classification number. Includes a glossary of media definitions.

III

SELECTION

SELECTION PRINCIPLES

'Selection Principles' includes guidelines and systematic selection procedures for adding all types of materials to the school library media centre.

BATES, Barbara S. 'Photography as art in children's books'. *School library journal*, vol.21, no.9, May 1975, pp.31-33.

Little critical commentary exists on books whose illustrations are photographs. The historical development of the use of photography in children's books, together with outstanding examples are noted. The article is useful for developing a critical awareness of photography in children's books.

BAYLEY, Cynthia. 'Periodicals: selection'. *Australian school librarian*, vol.10, June 1973, pp.17-18.

Useful points for those beginning a periodical collection. Includes appeal, type to buy, selection aids, how to purchase and evaluate and a list of twenty-four suggested periodicals for the school library.

BUCK, Gem. 'Selecting books for the very young'. *Educational books and equipment*, vol.3, no.9, Nov.-Dec. 1971, pp.15-19.

Experienced in pre-school and infant fields, author relates selection principles to the developmental needs of the child, offering specific titles as examples.

CAWTHORNE, Edythe O. 'Toys and games - the first reading tool'. *School library journal*, vol.21, no.8, Apr. 1975, pp.25-27.

The experiences of the public library in selecting, buying, publicising, processing and circulating toys and games should aid the growing number of primary and high schools including these items. Includes general criteria for selection.

'Children's book issue'. *Australian bookseller and publisher*, vol.52, no.805, May 1972.

Two articles of special use are: 'Helping migrant children in libraries' offering specific suggestions, and 'Choosing encyclopaedias' including at what ages children need encyclopaedias and suggestions as to which encyclopaedias are the best choice concluding with four titles.

'Children's literature'. Entire issue of *Elementary English*, vol.50, no.5, May 1973.

Excellent articles which deal principally with selecting materials for the elementary classroom, including such themes as multi-ethnic, death and realism.

'Differentiating the media: a focus on library selection and use of communication format'. Entire issue of *Library quarterly*, vol.45, no.1, Jan. 1975.

Six articles are included on the theme of assessing the effectiveness of each type of media in providing informational and recreational needs of library users. Frances Henne and Sara Fenwick contribute two articles related specifically to school libraries. Particularly valuable on a basis for administrative decision concerning the inclusion of audiovisual materials in libraries: selection, housing, facilities and staffing.

DURKIN, Peter. 'The selection of children's books'. *Idiom*, vol.8, no.1, Feb. 1973, pp.3-8.

Succinct analysis of specific criteria for selecting books: style, characterization, plot, setting, theme, utilizing quotations from books to illustrate points. Relevant because of Australian viewpoint of the author.

FALDT, K. 'Selection, acquisition and organization of periodicals in a secondary school library'. *Journal of the School Library Association of Queensland*, vol.5, no.1, Apr. 1972, pp.15-18+.

Offers a practical approach to a periodical collection: selection principles, ordering procedures, cataloguing, indexing, storage and circulating. Discusses both staff and students and concludes with a list of the 107 periodicals in the collection.

GERLETTI, Robert C. and R. BROWNING. 'Dedicated to everyone with bloodshot eyes'. *Audiovisual instruction*, vol.16, no.7, Sept. 1971, pp.22-24.

Offers two flow charts: one for evaluating existing materials and a second for evaluating new media. These charts should prove helpful for setting up a working system for evaluating audiovisual materials.

GOODMAN, R. Irwin. 'Systematic selection'. *Audiovisual instruction*, vol.16, no.10, Dec. 1971, pp.37-38.

Offers a systematic approach to selecting material by asking for the preliminary information needed (behavioural objectives), then stating the task to be analyzed (does the objective require the student to view, hear, or manipulate media?) and finally stating the learning outcome (list of the media students must view, hear, or manipulate to achieve the stated objective). Useful guide to evaluating nonbook media.

HARVEY, James, ed. 'Intellectual freedom and school libraries: an in-depth case study'. *School media quarterly*, vol.1, no.2, Winter 1973, pp.111-135.

A case study of intellectual freedom in a school library in Rochester, Michigan involving Kurt Vonnegut's *Slaughter-house five*. All the principles involved in intellectual freedom are included: selection, handling complaints, involvement of staff, administration, school boards, community attitudes as well as eventual court test making this series of articles enlightening on all the angles of intellectual freedom.

HUUS, Helen, comp. and ed. *Evaluating books for children and young people*. (Perspectives in reading, no.10.) Newark, Del., International Reading Association, 1968.

Addressed to teachers to guide students in evaluating their reading, but excellent for the librarian as a guide to selection criteria for several important areas; for example, developmental reading interests, teenage material and translations. Also interesting brief survey of literary criticism around the world.

Issues in children's book selection. Ann Arbor, Mich., Bowker, 1973.

Includes 29 articles reprinted from issues of the American periodicals *School library journal* and *Library journal* between 1968 and 1973. Topics include: changing needs of youth, censorship and re-evaluation, various themes portrayed including several on sexuality and lastly, the state of the reviewing art. Useful collection to have gathered together and, though reprints, timeliness is retained.

KEMP, Jerrold E. 'Which medium?'. *Audiovisual instruction*, vol.16, no.10 Dec. 1971, pp.32-36.

Kemp offers flow charts to aid in the question: which medium is the most appropriate to serve an instructional objective. The charts are based on large group, small group and independent study. Useful as a guide to audiovisual materials selection.

KLAVIKOSKI, B. Caye. 'Resources to meet all needs'. *Journal of the School Library Association of Queensland*, vol.6, no.4, Dec. 1973, pp.4-8.

The librarian explains collection building principles and expenditure for $32,000 spent for book resources at Brisbane State High School Library, over a 5 year period. Interesting analysis of integration of library resources into the curriculum and interest needs of staff and students.

'Learning resources and evaluation'. Entire issue of *Audio-visual instruction*, vol.17, no.10, Dec. 1972.

Includes such topics as : evaluation of audiovisual materials, evaluation of televised instruction and evaluation on of videotape for student self-analysis.

'McGraw-Hill guidelines for equal treatment of the sexes'. *School library journal*, vol.21, no.5, Jan. 1975, pp.23-27.

The publishing firm of McGraw-Hill has clearly and explicitly laid down guidelines for evaluating new books and examining old titles for a negative image of the female. Includes many observations on vocabulary and content.

PARISH, David F. 'Aboriginal children's reading'. *Australian school librarian*, vol.11, no.1, Mar. 1974, pp.13-26.

A survey of 3,657 Aboriginal and part-Aboriginal reading tastes including children and young adults. Results include their areas of interest and aesthetic qualities desirable. Over 40 books were read and assessed on the following criteria:

1. Use or abuse of particular terms
2. Stereotyping Aboriginal character
3. Neglect of objectivity
4. Type of speech represented
5. Blatant and inexcusable inaccuracies in facts
6. Method of presentation of the white view-point

Useful for establishing criteria for selecting books to come.

PILGRIM, Geneva, H. and K. McALLISTER. *Books, young people and reading guidance*. 2d ed. New York, Harper, 1968.

Designed to guide librarians and teachers of secondary school age children. American bias is evident in selection of American titles, but highly relevant discussion on growth characteristics and needs of adolescent and criteria for selecting all types of books. Also useful chapter on motivation activities for encouraging reading.

Policies and procedures for selection of instructional materials. Australian School Libraries section, Library Association of Australia, 1974. (Reprints no.1)

A four page reprint of the American Association of School Librarians statement made in 1970 as a guide for the formulation of an instructional materials selection policy. A sample policy statement is included to illustrate objectives of selection, who has responsibility for selection, criteria and procedures for selection and what to do in cases of challenged materials.

QUISENBERRY, Nancy L., R. SHEPHERD and W. WILLIAMS BURNS. 'Criteria for the selection of records, filmstrips and films for young children'. *Audiovisual instruction*, vol.18, no.4, April 1973, pp.36+.

Guidelines for selecting non-book resources based on the developmental needs of a child. For example, do materials contribute to aesthetic values, concept development, etc.; offering in each of the seven developmental areas a series of questions for evaluating each type of audiovisual media.

RAY, Sheila G. *Children's fiction: a handbook for librarians*. 2d ed. London, Brockhampton, 1972.

Bibliographic essays on fiction books for the 9-13 year old. Books mentioned are deemed by the author to be of worth and from these she points out particular appeal. Of special interest are chapters on translations, immigrants, teenagers and publishers as these topics are not adequately covered elsewhere. There are short reading lists of books and periodicals for further reading which deal with each chapter's subject.

ROE, Marjorie. 'Materials collection and information services in an educational materials centre'. *Journal of the Society for Mass Media and Resource Technology*, vol.1, no.3, Feb. 1972, pp.13-19.

Includes principles for making materials in a media centre accessible. Interesting explanation of descriptive profile of audiovisual materials at the Educational Materials Centre of the University of Papua and New Guinea. May provide clues to librarians who wish to analyze media and be able to extract useful information for teachers.

ROSENBERG, Max. 'Criteria for evaluating the treatment of minority groups in textbooks and other curriculum materials'. *Audiovisual instruction*, vol.17, no.9, Nov. 1972, pp.21-22.

Though developed for minorities in America, the criteria could be applied to selecting materials dealing with aborigines and migrant groups in Australia. Provides a list of 20 criteria for evaluating learning material for minority groups.

SAXBY, Maurice. 'Reading for Aboriginal children'. *Journal of the School Library Association of Queensland*, vol.4, nos.3/4. 1971, pp.3-7.

Lists books which appeal to Aboriginal children living in a tribal state on missions or settlements. Needs of the children are recognised and specific titles are mentioned including books for primary through secondary school age.

'Science materials for children and young people'. Entire issue of *Library trends*, vol.22, no.4, Apr. 1974.

Thirteen articles aim to encourage school and public libraries to build science collections for primary through secondary school ages with appropriate evaluation criteria. Science materials includes all the pure and applied physical and biological sciences and all types of media. Well-known science writers are included and a wide range of topics are included from the 'Responsibilities of reviewers' to 'Science as literature'.

SECONDARY SCHOOLS LIBRARIES COMMITTEE. *Periodicals for school libraries*. Canberra, Australian Government Publishing Service, 1973.

A 20 page pamphlet which aims to point out the usefulness of periodicals as a student research tool. Over 170 Australian, American and English periodicals are listed with one-sentence annotations and an indication of where the periodical is indexed.

'Selection and evaluation of media'. Entire issue of *Audio-visual instruction*, vol.20, no.4, Apr. 1975.

Seven articles are devoted to the topic, including specifically the evaluation of hardware, 16mm films and self-instructional films. Useful introductory article, pp.4-5, outlines a series of questions useful in evaluation.

SMITH, Lilian H. *The unreluctant years: a critical approach to children's literature*. Chicago, American Library Association, 1953.

Excellent background reading for developing principles of selection. Covers all types of books from picture books, traditional tales and fiction to books of information and others as well. It is not intended as a list of selected books, but does draw out selection principles from outstanding titles. Also available as a paperback from Viking Press.

SUTHERLAND, Zena Baily. 'Book reviews: before and after'. *School library journal*, vol.21, no.6, Feb. 1975, pp.22-23.

Clear and concise statements about the art of reviewing, its strengths, weaknesses and where the gaps in reviewing are. Useful for establishing standards for good and poor reviews.

WARD, John, ed. *Collection building: papers delivered at the annual seminar of the School Library Association of Victoria, 1969*. Melbourne, School Library Association of Victoria, 1969.

Two very worthy articles for guiding selection are 'Bibliographic aids' which describes the titles which aid in selection and the paper on 'Periodicals' which discusses criteria for selection and ways to handle periodicals. Other papers treat subject areas of the primary and post-primary collections and while listings of particular titles may be dated in some cases, the papers continue to offer useful selection guidelines.

WOFFARD, Azile. *Book selection for school libraries.* New York, Wilson, 1962.

Dated in areas and containing a preponderance of American book titles, makes Woffard of limited usefulness. Recommended are chapters on the principles for selecting resources for a school library and standard criteria for selection. Some useful principles can be extracted from sections on types of books in school libraries. Useful for treating problem selection areas of series, beginning and retarded readers.

WRIGHT, E.A. 'Bill of rights or code of ethics?'. *Journal of the School Library Association of Queensland,* vol.7, no.4, Dec. 1974, pp.4-9.

Examines the six responsibilities of selection as promoted by the Australian School Library Bill of Rights pointing out the problems and change in role and status of librarian reflected. Refers as well to a number of current studies on media and school librarianship which also have relevance.

ZAHNLEITER, Joan. 'Children's literature in Australia today'. *Journal of the School Library Association of Queensland,* vol.6, no.2, Aug. 1973, pp.4-7.

Provides a brief survey of Australian fiction for children, concentrating on the lack of good fiction for the pre-adolescent age. Points out the outstanding qualities of the well-known Australian authors and points out what is missing in Australian children's literature.

III

SELECTION

RETROSPECTIVE MATERIALS

'Retrospective Materials' include lists of books, periodicals and audiovisual media which are evaluated for various subject areas and age levels.

Best books for children. New York, Bowker (annual) 1959+.

Compilation of approximately 4000 titles reviewed in American journals. Arranged by topics of interest and age levels. Short annotations and source of review.

Books for children. 6th ed. Melbourne, Children's Book Council of Victoria, 1973.

Includes only fiction books which give 'real satisfaction and enjoyment to their young readers'. Australian books are integrated into the list with a separate listing at the end as well. Annotations are brief one or two sentences, beginning with 'first books' and concluding with fiction for the twelve year old plus.

Books for young people. 5th ed. Adelaide, South Australia Libraries Board, 1969.

Criteria for inclusion in this annotated list is 'what has this to give a child who is a developing individual?'. Includes fiction and non-fiction for children under nine years and fiction on a variety of subjects for nine to thirteen years. An appendix lists fiction under common categories as 'fantasy, historical fiction' etc. All Australian titles have been excluded.

British children's books: 1972 4th ed. London, National Book League, 1973.

Well known authorities in children's literature have made this selection of representative works by British authors. Includes pre-1914 to 1971 titles noting both fiction and non-fiction. One-two sentence annotations; age levels are not suggested; no subject divisions. Limited use due to lack of these features.

CIANCIOLO, Patricia J., ed. *Picture books for children.* Chicago, American Library Association, 1973.

An annotated bibliography illustrated with black and white reproductions from books serves as a resource guide to books for children from nursery school age through primary school. Divided into four sections entitled, 'Me and my family, Other people, The world I live in, and The imaginative world'. The bibliography selects not only 'enjoyable' books, but books which are deemed useful for concept development and understanding of human problems. Included also is a 22 page essay on the value, uses and selection of picture books.

DEASON, Hilary J., ed. *American Association for the Advancement of Science: science book list for children.* Washington, American Association for the Advancement of Science, 1971.

Science and maths books for children aged 5-13. Arranged in classified order and annotated as to content and level. Basic purchase materials are starred.

DEASON, Hilary J., ed. *American Association for the Advancement of Science: science book list for young adults.* Washington, American Association for the Advancement of Science, 1970.

1,500 selected annotated science and maths books appropriate for ages 13-18.

FARKAS, Sara. 'Lest we forget: books on the holocaust'. *School library journal,* vol.21, no.9, May 1975, pp.37-38.

An annotated bibliography of books covering the period of history from the Nazi accession to power in 1933 to their surrender in 1945. Selections were made on the basis of content and historical accuracy for children from fourth class through high school. This useful bibliography is divided into countries, personal narrative, historical novel, historical background, post-war and anthology.

FIDELL, Estelle A., ed. *Children's catalog.* 12th ed. New York, Wilson, 1971 + yearly supplements.

Annotated, classified bibliography of recommended books for ages 4-14 years. Includes reference and professional materials as well. Provides special graded lists in appendix as well as author, title and subject index.

GAVER, Mary V., ed. *The elementary school library collection: a guide to books and other media.* 7th ed. Newark, N.J., Bro-Dart, 1972.

Classified, annotated collection of books and audiovisual materials divided into three buying phases to provide a balanced basic collection of 10,000 items for a primary school. Includes also a professional collection for teachers and administrators and a reference collection for the students. Of special use is the selection policy which offers an excellent model for school library selection policies.

GREENE, Ellin and M. SCHOENFELD. *A multimedia approach to children's literature.* Chicago, American Library Association, 1972.

A selective list of 16mm films, filmstrips and recordings based on children's books for use with pre-school through primary age children. Designed as a quality buying guide and including as well materials concerned with authors and illustrators of children's books. Complete bibliographic information, brief annotations and a subject index make this listing a helpful guide for selection.

HART, J.A. and J.A. RICHARDSON. *Books for the retarded reader.* 5th ed. Hawthorn, Victoria, Australian Council for Educational Research, 1973.

Includes a chapter of general principles for aiding children with reading difficulty. Surveys introductory and supplementary reading schemes for both younger and adolescent readers in both fiction and non-fiction areas. Useful in a school library requiring this type of material.

HODGES, Elizabeth D., comp. and ed. *Books for elementary school libraries: an initial collection.* Chicago, American Library Association, 1969.

Designed as a classified, annotated guide to a quality initial collection of 3080 books for children aged 4-13. Balanced for the curricular needs of the American primary school but still of some relevance to Australian schools.

KUJOTH, Jean. *Best-selling children's books.* Metuchen, N.J., Scarecrow, 1973.

Fascinating survey of the 'best-selling' trade books in the United States which sold 100,000 copies or more since original publication. A total of 958 best-sellers are tabulated by author (with brief descriptions) title, illustrator, year of publication, number sold, as well as a final table of best-sellers listed by type, subject and age level. Obviously of importance to note trends in types of books read. Based on information supplied by 68 American publishers but there are similar reading habits of children in Australia.

LOCK, Muriel, S. FRANCIS and M. WHITE. *Reference material for young people.* London, Bingley, 1971.

Written in prose style with reference titles for primary through secondary levels. Predominantly British but including American and Australian titles as well. Intended as a 'survey' so that descriptions are extremely brief at times. Encyclopaedia treatment varies from 3-10 sentences. Bold type identifies the reference work mentioned. Includes besides the standard types of reference materials, coverage of the arts. Useful as an overall view of many types of reference books available.

McDANIEL, Roderick, ed. *Resources for learning: a core media collection for elementary schools.* New York, Bowker, 1971.

Briefly annotated list of 4000+ audiovisual items for primary schools. Includes a nucleus collection of 576 titles comprised of non-book media recommended by at least three sources. Does not attempt to balance subjects. Strong in 16mm motion pictures which Gaver's *Elementary school library collection* excludes. Geared to the American curriculum so that acquisition through an Australian agent and previewing would be essential.

MOSS, Elaine. *Children's books of the year: 1972.* London, National Book League and British Council, 1973.

In its third annual edition, this compilation of approximately 300 titles is selected from the total United Kingdom output of children's books for the year to give an overall picture of the year's best. Offers an introductory four page survey of the trends and happenings of 1972. Includes paperbacks and hardbacks for ages 2-14. Useful annotations range from 30-200 words.

NATIONAL EDUCATION ASSOCIATION. *The teachers' library: how to organize it and what to include.* 2d ed. Chicago, American Library Association, 1968.

Offers guidelines for scope, organization, selection and beginning service. Includes subject divisions of books, pamphlets, films, filmstrips. Periodicals are considered separately. All materials are annotated as to usefulness. Subject, author and title index included. Guidelines for scope, selection and organization are most valued features for Australian libraries, as titles in a teachers' library must be selected according to Australian needs.

PETERSON, Carolyn Sue. *Reference books for elementary and junior high school libraries.* Metuchen, N.J., Scarecrow, 1970.

Lengthier analysis of reference books than Lock's *Reference material for young people,* though this title concentrates on American titles. Useful for those libraries wishing information on American reference books. Also included are a few points for evaluating encyclopaedias. Covers all the standard types of reference books as well as special reference books.

RICE, Susan, comp. & ed. *Films kids like: a catalog of short films for children.* Chicago, American Library Association, 1973.

A two-year project funded by the New York State Council of the Arts was devoted to discovering which short 16mm films appealed to children aged 4-9. The directors of the programs relate experiences on film programs for children, places desirable for screening, equipment, staff, size of audience and related activities. Annotations of the films are useful 5-10 sentences, geared to stating its appeal and including length and source of supply. The introductory material is quite useful in selecting and using films with children.

ROSENBERG, Judith K., K. ROSENBERG, and C. YOUNG. *People's literature in series: fiction, an annotated bibliographical guide.* Littleton, Colo., Libraries Unlimited, 1972.

Evaluative guide to fiction books in series for readers aged 8-14 covering 1,400 titles from 1955 to date omitting those of consistently low quality. Good and bad features of a series are pointed out. Useful for librarian wishing to know the availability of other titles in a series.

SCHERF, Walter, ed. *Best of the best: catalogs of the international youth library: picture, children's and youth books from 57 countries or languages.* New York, Bowker, 1971.

Editions described are from the countries where published. Useful for libraries which can provide foreign language collections for students. Books are listed in four categories: ages 3-6, 7-9, 10-12 and 13-15. Updated by annual supplements which can be obtained from the International Youth Library in Munich, Germany.

SCOTT, Marian H. *Periodicals for school libraries: a guide to magazines, newspapers and periodical indexes.* Chicago, American Library Association, 1973.

A revision of the 1969 edition. Contains 520 recommended titles published in the United States. Appropriate for all age levels from primary to secondary including full ordering information, annotation including its subject content, drawbacks and usefulness. New periodicals will be listed in *Booklist* magazine at irregular intervals. Does not include professional magazines for teacher or librarian. Considered to be of some use as schools selectively use American periodicals.

SUTHERLAND, Zena, ed. *The best in children's books: the University of Chicago guide to children's literature, 1966-1972.* Chicago, University of Chicago, 1973.

Aim is to produce a list of American and English books for preschool through age 18, though most citations are in the age group 9-12. Reviews have appeared previously in the *Bulletin of the Center for Children's Books* and vary in length from 35-200 words. Most useful feature is its indexes which include title, developmental values, curricular use, reading level and subject indexes.

WALSH, S. Padraig, comp. *General encyclopaedias in print 1973-74: a comparative analysis.* 9th ed. New York, Bowker, 1973.

Useful guide to the selection of a general knowledge encyclopaedia. Twelve guidelines for selecting an encyclopaedia are included; magazine articles about encyclopaedias and other sources of information about encyclopaedias as well. Thirty-six encyclopaedias are analyzed all of which are published or retailed in the United States for more than $30.00. Also included are twelve one-volume or cheap multivolume encyclopaedias. Statistical charts include a comparative rating and price, age range, volume numbers, pages, words, illustrations and maps.

WALSH, S. Padraig, ed. *General world atlases in print 1972-1973: a comparative analysis.* 4th ed. New York, Bowker, 1973.

Compares and evaluates 40 major atlases and almost 100 smaller atlases published in the United Kingdom or United States. A detailed 12 point evaluation guide to choosing an atlas is included. Lists critical reviews and articles and other sources of information about the atlases mentioned. Extremely useful for aid in selecting atlases for schools.

WOOD, Robert H. and M. DODSON, comps. *Recent primary school books: a second select list.* London, School Library Association, 1973.

A second annual publication of those books reviewed in the British publication *School librarian* during 1972 considered to be the most outstanding. The annotation is a short phrase but reference is made to the full review. In this 9 page pamphlet is included fiction and non-fiction for 7 to 11 year olds and books for the younger readers of preschool to infant age.

WYNAR, Christine L. *Guide to reference books for school media centers.* Littleton, Colo., Libraries Unlimited, 1973.

Lengthy annotations of 2,575 titles appropriate for primary through secondary school. Aim is to describe useful reference books but not a 'best books' or basic collection. Could prove useful to check subject balance of the reference collection.

III

SELECTION

CURRENT MATERIALS

'Current Materials' includes Australian, American, British and Canadian periodicals which provide reviews of current materials. Annotations indicate the age level appropriate for the materials reviewed. Full publishing information and date of its inception is included. For up to date ordering information consult *Ulrich's international periodical directory, 1973-1974.*

Appraisal: children's science books. Children's science book review committee. Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138 (3 issues yearly). 1967+

Librarians and scientists review books on science topics for primary and early adolescent years.

Audiovisual Australia. Melbourne, Audiovisual Australia (3 issues yearly). 1971+

Reviews equipment and audiovisual materials. Includes articles on non-book materials and practice.

Audiovisual instruction. Association for Educational Communication and Technology. 1201/16th Street, N.W., Washington, D.C. 20036 (10 issues yearly). 1956+

Special listings of audiovisual materials on various subjects. Also includes a monthly supplement to *Multi-media reviews index,* published in 1970, Pierian Press. (annual 1971 supplement indexed reviews from 130 sources). The monthly supplement indicates whether a review is favourable or unfavourable and cites sources of reviews. Arranged by type of media and within each type of media, by alphabetical order of title.

Australian school librarian. School Library Association of Victoria, 69 Sutherland Road, Armadale, Victoria 3143 (Quarterly). 1964+

Reviews equipment and audiovisual materials. Includes articles of relevance to school libraries.

Bookbird. International Board on Books for Young People, International Institute for Children's Literature and Reading Research. Verlag fuer Jugend und Volk, Toefer Graben 7-9, Vienna, Austria. (quarterly). 1963+.

Offers articles on authors and illustrators, reviews of children's books from other lands and recommendations of books for translation. Informative on the subject of international children's literature. Enhanced by black and white illustrations from books.

Booklist. American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (23 issues yearly). 1905+

Current buying guide of recent recommended books with brief annotations. Useful for its lengthy reviews of reference books, and children's titles plus its varied special subject lists. 1969 began a policy of reviewing audiovisual materials. Includes an annual list of 'Notable children's books'. Beginning January 1974, expanded to include articles about audiovisual subjects.

Calendar. Childrens Book Council, 175 Fifth Avenue, New York, New York 10010. (2 issues yearly). 1945+

A news sheet packed with information on awards and prizes, news and events in children's literature around the world, titles for specific holidays, and short essays on important persons in the children's book world.

Center for Children's Books: Bulletin. Graduate Library School, University of Chicago, 1110 East 57th Street, Chicago, Illinois 60637. (11 issues yearly). 1945+

Reviews approximately 75 books a month for children aged four to fourteen. Both recommended and non-recommended books are included. Each issue includes a short professional list of books and other items for teachers, parents and librarians. Occasional lists of useful bibliographies. Valuable for its inclusion of negative reviews which aid in developing sound selection criteria.

Educational books and equipment. Yaffa Publishing Group, Box 606, G.P.O., Sydney, N.S.W. 2001. (Monthly). 1966+

Reviews audiovisual materials. Frequently devotes an entire issue to a single theme of relevance to school libraries.

Elementary English. National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (8 issues yearly). 1924+

Contain excellent articles on children's literature, reviews of current books and notes research in the field.

Growing point. Ashton Manor, Northampton, England. NN7 2JL. (9 issues yearly). 1962+

Books reviewed are grouped under topics and are a supplement to Margery Fisher's critical analysis in her books, *Intent upon reading* (1964) and *Matters of fact* (1972).

Horn book magazine. Horn Books, Inc., 585 Boylston Street, Boston, Massachusetts 02116. (6 issues yearly). 1924+

Excellent articles on authors and illustrators. Reviews children's and adolescent books. Infrequent reviews of recordings and 16mm films. Short news notes about noted people and events in children's literature. One of the most widely read journals in the field of children's literature.

In review: Canadian books for children. Administrative services branch, Ministry of Colleges and Universities, 7th floor, Mowat Block, 900 Bay Street, Toronto, Ontario M7A1B9. (quarterly). 1967+

Lengthy reviews which include both recommended and not recommended books. Profiles on authors are included, articles on children's literature, and professional materials for librarians.

Instructor. Instructor publications, Inc., 7 Bank Street, Dansville, New York. 14437 (10 issues yearly). 1891+

Practical articles for primary teachers with many articles relating the curriculum to the school library media centre. Reviews books and nonbook materials on a limited basis.

Journal of the School Library Association of Queensland. Box 2244, G.P.O., Brisbane 4001 Queensland. (quarterly). 1968+

Provides articles on school libraries and children's literature with some book reviews.

Journal of the S.M.M.A.R.T. 11 Hancock Avenue, Pooraka, South Australia, 5095. (quarterly). 1971+

Offers pithy articles of a practical nature on utilization and production of audiovisual materials. Occasional articles appear on children's literature as well. The 'Shopping around' section offers short reviews of equipment and software and books of interest to librarians.

Junior bookshelf. Marsh Hall, Thurstonland, Huddersfield, HD4 6XB, Yorkshire, England. (6 issues yearly). 1936+

Contains articles on children's literature, book reviews and articles on authors and illustrators of English origin. Notable for thorough, critical analysis. Frequently includes critiques of books in foreign languages.

Library journal. Bowker Co., 1180 Avenue of the Americas, New York 10036. Beginning January 1975, *School library journal* and *Library journal.*

Will be available only as separate periodicals. Librarians should consider such facts that *Library journal* reviews adult books which could be of use in a school library and also includes many more reference book reviews than *School library journal.* Primary schools should consider *School library journal* only; secondary schools may have need of both.

Science books: a quarterly review. American Association for the Advancement of Science, 1616 Massachusetts Avenue, N.W., Washington, D.C. 20036. (quarterly). 1965+

Detailed reviews of pure and applied science and maths books for primary, secondary and college undergraduate levels. Each book is graded as to level of difficulty.

Times literary supplement. Times Newspapers Ltd., Printing House Square, London EC4, England. (weekly). 1902+

Newspaper which furnishes lengthy, scholarly reviews of book and nonbook materials. 'Children's book issue' occurs twice a year.

Top of the news. American Library Association, 50 East Huron Street, Chicago, Illinois. (quarterly). 1946+

Articles on children's literature and libraries. Also includes suggested lists of recordings for various subjects and age groups as well as multi-media lists for curriculum topics. Some book reviews are included. Reprints Newbery, Caldecott and May Hill Arbuthnot speeches.

Visual education. National Committee for Audiovisual Aids in Education, 33 Queen Anne Street, London W1, England. (monthly). 1950+

Reviews non-book materials. Includes articles on non-book. The library of this organization publishes a catalog of all their non-print available for sale or hire. Additions to the library are published in *Visual education.*

Wilson library bulletin. H.W. Wilson Co., 950 University Avenue, Bronx, New York 10452. (monthly). 1914+

Especially valuable for its reviews of new reference books. Reviews a few picture and young adult books in each issue. Outstanding features are its information columns on ephemeral but useful publications and news of people and events. Illustrative material on library displays. General articles on librarianship.

IV

PROGRAMS

'Programs' includes ways of promoting both study skills and enjoyment of the school library media centre.

BALSON, Maurice. 'Individualized learning, the curriculum, and the educational resource centre'. *Contemporary studies in the curriculum*, edited by P.W. Musgrove. Sydney, Angus & Robertson, 1974.

Examines the role of the librarian and the library in education in schools where the trend is towards individualized learning packages. The library is pictured both as centralized and decentralized and the librarian as a part of the curriculum development team. Provides a rationale for the traditional role of the librarian as custodian to be broadened to educator.

BELL, Jo Ann. 'Media mix: students learn about books from tapes'. *Top of the news* , vol.27, no.4, June 1971, pp.388+

A group of librarians tape discussions of books on various themes and circulate the tapes. They find tapes add diversity, allow for individual interest, provide a means for the librarian to contribute to the educational program of the school, motivate readily and store information on related themes. Includes how the materials were produced and how they are used within the school.

BELLON, Elner C. 'Language development through storytelling activities'. *School media quarterly*, vol.3, no.2, winter 1975, pp.149-156.

Surveys research into language development connected with storytelling activities. Most of the article is devoted to storytelling activities: flannelboard, transparencies, and puppets, all with numerous examples.

BOWERS, Melvyn K. *Library instruction in the elementary school*. Metuchen, N.J., Scarecrow, 1971.

Includes specific library activities as clubs, storytelling and skills in using materials for 5-14 year olds. Appendix includes detailed study programs for teaching the classification schemes of both fiction and non-fiction, the use of footnotes, and report writing. Useful, but care must be taken to integrate the library instruction with classroom projects.

BREZNIK, Roy. 'Apollo school: venture into open space learning'. *Audiovisual guide*, vol.51, no.5, May 1972, pp.4-8.

A 3-year-old successful experiment in careful planning to insure staff and community support for highly individualized open plan primary school in Louisiana, United States. Especially enlightening are spaces and shelving and role of the resource centre within the school. Illustrated with photographs.

COHEN, Monroe D. and S. SUNDERLIN, eds. *Literature with children*. Washington, Association for Childhood Education International, 1972.

An enticing collection of thirteen articles which promote programs dealing with children's literature with plenty of practical ideas and specific items recommended. Includes such topics as tips for storytelling, dramatizing literature, using multi-media experiences and developing lifetime reading habits.

DELANEY, Jack I. *The library club*. Hamden, Conn., Shoe String, 1970.

Addressed to upper primary, lower secondary school students as to activities of service in the library. The author is a teacher librarian, so the book tends to be practical and offers particularly helpful hints for student aid in the audiovisual materials area of the library.

EDWARDS, Margaret A. The fair garden & the swarm of beasts. rev. ed. New York, Hawthorn, 1974.

One of the few books which deals with outlining a course of action for providing quality library service to teenagers. This revised edition updates and reflects the change in reading habits since 1969.

EMERSON, T.L.W. 'Library service to the disadvantaged child'. *Australian school librarian*, vol.9, no.4, Dec. 1972, pp.15-25.

Presents the problems and possible solutions of school library service to the disadvantaged including: migrant, inner-city, aboriginal, remote areas, physically handicapped, deaf, blind, intellectually handicapped, those with specific learning disabilities and the emotionally disturbed child. Excellent guidelines for priority services within the school library for these children.

GILLESPIE, John and D. LEMBO. *Introducing books: a guide for the middle grades*. New York, Bowker, 1970.

Analyses plot, theme and gives suggestions for book talks on 88 books arranged under social themes as "getting along with the family". Appropriate for 8-12 year olds. Also included are lists of related audiovisual materials to enhance the book talks.

GILLESPIE, John and D. LEMBO. *Junior plots: a book talk manual for teachers and librarians*. New York, Bowker, 1967.

Guidance for book talks to teenage groups (9 years to 16+) including plot and theme analysis of 80 books arranged by themes which the author considers important goals of adolescent reading.

GILLESPIE, John T. and L. SPIRT. *The young phenomenon: paperbacks in our schools*. Chicago, American Library Association, 1972.

Excellent source of information for school libraries circulating paperbacks. Includes case studies on use of paperbacks in primary and secondary schools. Chapter on administering the collection, selection policies and tools, and related activities as paperback book clubs, exhibits, fairs, and bookstores make this a timely, practical book.

HANSEN, I.V. *Young people reading: the novel in secondary school*. Carlton, Vic., Melbourne University Press, 1973.

Especially useful for librarians who wish to encourage reading for pleasure in the secondary school. Author tackles the 'why' of reading fiction and themes to be enjoyed. Sample reading tastes of a class of 15 year olds adds to the interesting study. Excellent coverage of Australian writers, but includes other English language titles as well.

HOWARD, Marian. *Library assignments*. 2d ed. London, Edward Arnold, 1968.

Includes 150 library assignments based on English reference tools found in most upper primary to secondary schools. Bibliography of the reference books upon which assignments are based should be checked before use. Contains English bias in questions, but could prove useful model for librarians to set assignments on books in the library. Appears to be designed for age 10+.

HUCK, Charlotte S. and D. KUHN. *Children's literature in the elementary school*. 2d ed. New York, Holt, 1968.

Covers selection criteria, stages of child development, programs to promote children's enjoyment of literature and extensive bibliographies.

KOSTECKI, Sister Gladys. 'Technology: where do we begin?'. *Wilson library bulletin*, vol.47, no.9, May 1973, pp.770-772.

A secondary school librarian in Chicago relates her experiences with staff who relied heavily on the textbook, making no use of the audiovisual materials in the library. She began by allowing student use of the material and initiating a 'projector week' to initiate students and staff into use of equipment. Many useful principles and ideas for promoting audiovisual materials come from this article.

'Learning resources'. Supplement to *Audiovisual instruction*, vol.18, no.4, April 1973.

As the previous April 1973 supplement, this pamphlet offers short how-to-do-it articles on the use and production of audiovisual materials.

'Learning resources: AV or library?'. Entire issue of *Audiovisual instruction*, vol.18, no.3, March 1973.

Theme for the issue, 'Learning resources: AV library?' is treated in nine articles which offer basic guidelines for setting up a media centre and integrating the media centre into the curriculum including case studies of secondary, community and college libraries.

LETCHFORD, S.E. 'The school library: a new approach'. *Teacher-librarian*, no.21, Feb. 1971, pp.10-22.

A high school librarian outlines the plans and programs whereby the library has been integrated into the school curriculum. Explanations of how the program was started and how teachers became willing advocates of the scheme.

Libraries are kids' stuff. 16mm motion picture, colour, 15 min. Weston, Conn., Weston Woods, 1971.

The Myers Primary Title III Demonstration School in Tucson, Arizona shows the range of multi-media resources which could be available. Students view and listen, produce, maintain, and check out all audiovisual materials and equipment. A wide range of activities within the library are featured from storytelling and puppet shows to games and all types of audiovisual materials.

LUNDIN, Roy. 'Constructing an assignment requiring the use of library resources'. *Journal of the School Library Association of Queensland*, vol.3, nos.3-4, 1970.

Offers guidelines on constructing an assignment based on library resources including types of assignments, planning steps, implementing the plan, producing and following up of the results. Offers a workable model for teacher librarian planning.

MARTIN, Betty, ed. *Using the media center: guidelines for teachers and media specialists.* 2d ed. Greenville, S.C., ERIC document no. 044 128, 1968.

A handbook for primary and secondary teachers and librarians to aid students in fully exploiting the media of the library. Offers guidelines for developing life-time reading habits and the use of audiovisual media. Includes detailed lesson guides for important library skills; for example, critical reading, taking notes, as well as using types of resources. Bibliographies of materials, including audiovisual, are included for use in the skills development. One of the best of this type, especially in its endeavour to include the use of audiovisual media.

'Media and instruction'. *Audiovisual instruction*, vol.18, no.7, Sept. 1973.

Theme for the month includes articles on primary and secondary school media centres, including the open plan concept and individualized learning.

MEYER, Esme. 'The library as a teaching tool: myth or reality?'. *Teacher-librarian*, no.24, Nov. 1971, pp.98-118.

Step-by-step approach to the use of the library as an integral part of the curriculum. Surveys the inhibiting factors in library use. Useful to show possibilities of co-operation between librarian and teacher.

POLETTE, Nancy. *Developing methods of inquiry: a source book for elementary media personnel*. Metuchen, N.J., Scarecrow, 1973.

Analyses the educational philosophies which promote use of library resources and discusses role of librarian, teacher and administrator. Discusses how library skills could be integrated into the curriculum. Audiovisual resources are analysed for their particular aid in developing inquiry skills. Appendices list basic collections of tapes and filmstrips for a primary library but are obviously geared to the American curriculum. The most useful feature of the book may be the checklists, specific activities, and various ways of promoting the use of library resources.

RICE, Susan and Rose MUKERJI, eds. *Children are centers for understanding media*. Washington, Association for Childhood Education International, 1973.

Thirteen specialists suggest practical ways in which children can become literate in sight and sound technology. Topics include photography, scratch-and-doodle movies, cut-out animation for super 8mm film, use of television as well as others. Valuable for informing librarians of better utilization of all library materials.

'School libraries/media centres, 1975'. Entire issue of *Wilson library bulletin*, vol.49, no.5, Jan. 1975.

From over 200 submissions, representative articles are printed with illustrations on the state of the art in the United States. Examines the status and role of the school librarian, relating to staff, students, and principals. Concludes with a thirteen page illustrated compilation of activities and comments.

SHANTI, Lyn, R.V. GERBER and G.W. O'GRADY. 'Report from a school: some applied theory'. *Journal of the School Library Association of Queensland*, vol.6, no.2, Aug. 1973, pp.8-14.

Librarians at Yeronga State High School and 2 subject masters demonstrated curriculum-based topics which could effectively make use of the multi-media resources of a library. Includes thematic English in the junior school, geography and maths which are presented in the article with aims, activities and all resources used.

SOMMERVILLE, William. *Using a resource centre*. Queanbeyan, N.S.W., Queanbeyan High School, 1971.

Practical suggestions for integrating the resources of the library into the teaching program of the school, incorporating local production suggestions for audiovisual materials.

SRYGLEY, Sara K. 'Media program award spotlights achievements, characteristics'. *School media quarterly*, vol.1, no.4, Summer 1973, pp.263-273

Six United States school systems have been identified as finalists in the 1973 School Library Media Program of the Year Award for their excellence in providing media programs in elementary schools. Useful because of the listings of their outstanding contributions and eight generalizations regarding elementary school library media programs. Numerous photographs add to the worth of the study.

STEVENS, Jill. 'The open-space school and library service'. *Journal of the Society for Mass Media and Resource Technology*, vol.2, no.2, Oct. 1972, pp.23-27.

A librarian in an open-space high school in South Australia discusses access, organization and the essential library services for this type of school. Would be useful for teachers to gain an understanding of the school library media centre.

SULLIVAN, Peggy, ed. *Realization: the final report of the Knapp school libraries project*. Chicago, American Library Association, 1968.

Report of a five-year (1963-1967) demonstration project of the impact of school library resources on five elementary (based on 1960 standards for school library programs) and three secondary schools in the United States. Useful as a study of its objective and for the numerous charts, diagrams, surveys, and questionnaires which could be useful guidelines for evaluating and up-grading library programs.

V

STANDARDS

'Standards' includes the Australian, American, Canadian and British standards for the school library media centre.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS and ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY. *Media programs: district and school*. Chicago, American Library Association, 1975.

Major emphasis is placed on the library/librarian's role as an integral part of the learning process. Quantities of software and hardware are increased over the 1969 standards, while staffing remains much the same. More specific information is given on responsibilities of support staff. Expanded information on administration includes: planning, budgeting, purchasing, production, maintenance and evaluation. Emphasis is on the relationship between district and school media centres and networks of information centres, two concepts relatively undeveloped in Australia.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS and NATIONAL EDUCATION ASSOCIATION. *Standards for school media programs*. Chicago, American Library Association, 1969.

Standards describe the services of a media program and give qualitative standards for staff, resources, and facilities necessary to implement such a program for individual schools having 250 or more students. Also contains a chapter on regional and state media services. Quantitative standards are considerably higher than the 1971 Australian standards. Useful for comparison and also for chapter on selection, accessibility and organization of materials and chapter on staff and the services they perform. Revision due for 1974.

CANADIAN SCHOOL LIBRARY ASSOCIATION. *Standards of library service for Canadian schools*. New York, McGraw, 1967.

Views the library as a multi-media resource centre. Briefly discusses types of materials needed, spaces and personnel. Contains quantitative standards for books, spaces, physical requirements, budget and staffing (but excludes nonbook with the statement "to meet the needs of the curriculum"). Compares closely with American Library Association standards of 1969.

COMMONWEALTH SECONDARY SCHOOLS LIBRARIES COMMITTEE. *Educational media and the school library: planning for development*. Canberra, Australian Government Publishing Service, 1973.

Three page information sheet stating questions to be answered in planning for audiovisual materials; a listing of all types of media; general statements on selecting materials and equipment; considerations for storage.

DEPARTMENT OF EDUCATION, CANBERRA. *Education for school librarianship: proceedings, findings and recommendations of a workshop held in Canberra 1-4 August, 1972*. Canberra, Australian Government Publishing Service, 1973.

A workshop held in Canberra, August 1972 to prepare guidelines for the education of teacher-librarians. Two introductory papers of special interest. One is 'Sources and directions of change in secondary education' concluding with the new role of teacher and librarian in an individualized open structure. A second paper analyzes the tasks performed by teacher librarians. The remainder of the material looks at the recommended educational background for a teacher librarian and analyses the tasks to be performed on the job. Appendices relate American practices and recommendations, but the body of the report extrapolates principles for the Australian teacher librarian.

INTERIM COMMITTEE FOR THE AUSTRALIAN SCHOOLS COMMISSION. *Schools in Australia*. Canberra, Australian Government Publishing Service, 1973.

Report examining the position of government, non-government, primary and secondary schools throughout Australia and recommending the needs for both facilities and resources. Chapter 8 on libraries includes recommendations for training of school librarians and recommended grants for provisions. A must reading to understand the role of schools of Australia.

LUNDIN, Roy A. 'On establishing standards for school libraries'. *Australian library journal*, vol.22, no.6, July 1973, pp.221-227.

Takes a critical look at evaluative criteria, qualitative and quantitative standards developed for school libraries and suggests that a fourth approach for developing a resource centre may be that "whereby a school develops its library resources and library programs to fulfil the apparent needs and interests of the students and teachers". In conclusion, suggests that basic standards be available which provide guidelines for the individual school to attain its own level of proficiency.

McGINNISS, Dorothy A. *Standards for school media programs: their significance for all libraries.* Syracuse, N.Y., School of Library Science, Syracuse University, 1970.

An enlightening pamphlet which explains the principles behind any standards for school library provision: considering facilities, materials, equipment, staffing, programs and the role of the librarian.

PRIMARY SCHOOLS' LIBRARIES COMMITTEE. *Guidelines for library service in primary schools.* Canberra, Schools Commission, 1974.

Basic general objectives for a primary library are set out including location and spaces, furniture and furnishings, range of books and audiovisual material. Offers quantitative standards for book resources and total area based on number of students. Philosophy of a multimedia library is promoted.

School library resource centres: recommended standards for policy and provision. London, Library Association, 1970.

Differs from American and Australian standards by recommending lower provisions for primary school libraries. Has quantitative information on areas and book stock. Staff recommendation is lower than Australian and American standards. Useful for comparison.

VI

REFERENCE MATERIALS

'Reference Materials' includes bibliographies, directories, yearbooks and guides which aid the librarian in locating needed information to select, evaluate and exploit all types of materials in the school library media centre.

Australian audio-visual reference book. Melb., Thorpe, 1974.

Extremely useful source for Australian librarians to locate suppliers of audiovisual materials, including distributors of overseas materials. Suppliers are listed by type of equipment and media as well. Index to brands and trade names. A most useful section includes agencies, associations and institutions interested in audiovisual materials in Australia and what services they offer. In summary, a must as a guide to locating audiovisual information in Australia.

BROWN, James W., ed. *Educational media year-book.* New York, Bowker, 1973.

For librarians who wish to be aware of the current media scene this volume is a must. Includes articles by well-known experts on educational media developments, manpower studies, research activities, sales outlook, international media developments, (treats only United Kingdom in 1973, but proposes other countries in future year books) media organizations and foundations and a resource directory of 1,200 titles of "media about media". The resource directory is particularly useful and subject indexed, increasing ease of locating exactly the subject wanted.

Educare catalogue of educational needs. Sydney, Knight Howard & Associates, annual.

Annual commercial reference guide to products and services for educational institutions. Includes furnishings and audiovisual equipment.

ELLIS, Alec. *How to find out about children's literature.* Sydney, Pergamon, 1973.

A bibliographical guide to sources of information on all phases of children's literature. Includes among other topics, international and foreign organizations, retellings and reading and child development, as well as many other standard topics, as selection tools and history. Includes numerous sample specimens from various books and periodicals.

HAVILAND, Virginia. *Children's literature: a guide to reference sources.* Washington, United States Government Printing Office, 1966 + 1972 supplement.

Over 1,000 annotated references in the 1966 edition for adults interested in reading and study of books for children up to 14 years of age including, for example; history, criticism, children's authors, activities promoting literature and internationalism. Supplement adds references published from 1966-1969. Supplement reflects the developments in internationalism, minority group materials and illustrations.

How and where directory. 3d ed. Glenburn, School Library Association of New South Wales, 1973.

Now in its third edition and of proven usefulness for locating free and inexpensive materials in Australia. Includes Dewey 10th abridged numbers, subject headings, address labels for ordering materials and suggestions for ordering and processing. In one alphabetical listing are materials of all kinds, labelled as suitable for primary or secondary level; who may apply for the materials, either teacher or librarian or both. Extremely useful for building hard-to-find types of information on Australian subjects.

Index to instructional media catalogs. New York, Bowker, 1974.

Provides an index to educational materials offered by 650 firms. Entries are made by subject and type of media, identifying grade level, producer and distributors.

LAIRD, Duncan. *A user's look at the audiovisual world.* Fairfax, Va., National Audiovisual Association, 1973.

Extremely helpful guide to purchasing audiovisual equipment. Takes each type of equipment, giving advantages, limitations, purchasing and maintenance guides. Also useful is the section on judging a reputable dealer. Concludes with 14 'commandments' for making audiovisual purchasing decisions.

LIMBACHER, James L. *A reference guide to audiovisual information.* New York, Bowker, 1972.

Included is the following information: books and periodicals dealing with all types of audiovisual materials; information on audiovisual topics with an index to books and periodicals treating these topics; audiovisual terms and definitions; publishers' addresses; and a selected bibliography of books on film, music, television and radio.